Anti-Bullying Behaviour Policy

"Harrisdale Primary School is committed to providing a supportive school environment where all members feel safe and are valued"

Effective Date:	**April 2023**
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Updates:	**.....**
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Rationale

At Harrisdale PrimarySchool, we are committed to ensuring a safe and supportive environment where all members gave the right to be respected and have the responsibility to respect each other.

Bullying behaviour is a learned behaviour that is unacceptable and can have long-term harmful impacts on students' school engagement, academic achievement, physical and mental health and wellbeing. As such, Harrisdale Primary School focuses on the prevention of bullying and cyberbullying and supporting individuals and the community. Our school's processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive education environments.

- It is recognised that bullying behaviour might occur at Harrisdale Primary School
- We acknowledge the need to make all stakeholders aware of strategies used to counteract bullying behaviour at Harrisdale Primary School

Definition

Bullying behaviour is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons who feel unable to stop it from happening.

Bullying behaviour of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.
(Department of Education, 2021, www.bullyingnoway.gov.au)

Bullying has three main features:
- It involves a misuse of power in a relationship
- It is ongoing and repeated
- It involves behaviours that can cause harm

BULLYING

Misuse of power

Ongoing and repeated

Behaviours that can cause harm
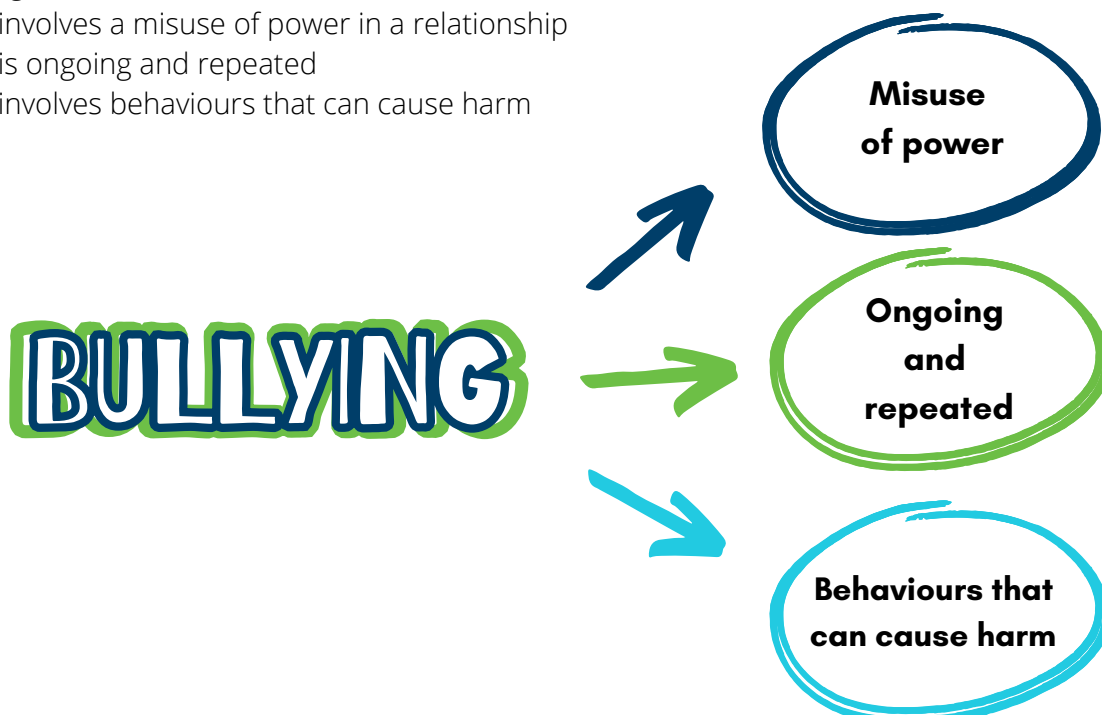
Criteria of what bullying behaviour might look like

If any of these behaviours occur only once or are a part of a conflict between equals (no matter how inappropriate) they are not bullying.

Verbal – the repeated use of words to hurt or humiliate another individual or group. It includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist, or sexist comments.

Social/relational – repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to ignore someone or keep them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.

Physical – repeated violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, unwanted touching, and damaging or stealing someone's belongings.

Cyber – the repeated use of technology to bully a person or group with intent to hurt them socially, psychologically, or even physically. It includes texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat (refer to iPad agreement and cyberbullying policy).

The behaviours that define bullying can be:

Direct – occurs between the people involved through direct actions

Indirect - involves others, mostly inflicts harm by damaging another's social reputation, peer relationship or self-esteem thought passing on insults or spreading rumours.

Overt – involves physical actions such as punching, kicking or observable verbal actions such as name calling and insulting.

Covert – can include repeatedly using hand gestures and threatening looks, whispering, excluding, turning your back on a person, restricting where a person can sit and who they can talk to.

Prevention

At Harrisdale Primary, we discourage bullying behaviours through the following strategies:

Prevention:

- Our school values system through Positive Behaviour Support (PBS)
- 'Values' time is embedded daily in class timetables
- Healthy Schools Plus® program implemented at the school
- Champion Life® daily check ins
- Staff support to manage bullying situations and prevent escalations

OUR VALUES & PBS EXPECTATIONS
RESPECT RESILIENCE RESPONSIBILITY

Positive Learning Environment:

- Students are aware of expectations through PBS values
- Positive behaviour recognised through PBS reward tokens
- Stop behaviours and consequences are clear and appropriate through 1-2-3 Magic®
- Champion Life® daily check ins
- Modelling of positive language

The leadership team and educators support the health, protection, safety and wellbeing of all children. The mission statement 'every student known, valued and cared for' underpins daily interaction, practice and procedures.

Positive Playground Environment:

- Students are aware of expectations through PBS values
- Positive behaviour is recognised through PBS reward tokens
- Planned and communicated duty areas
- Duty teachers are easily identifiable
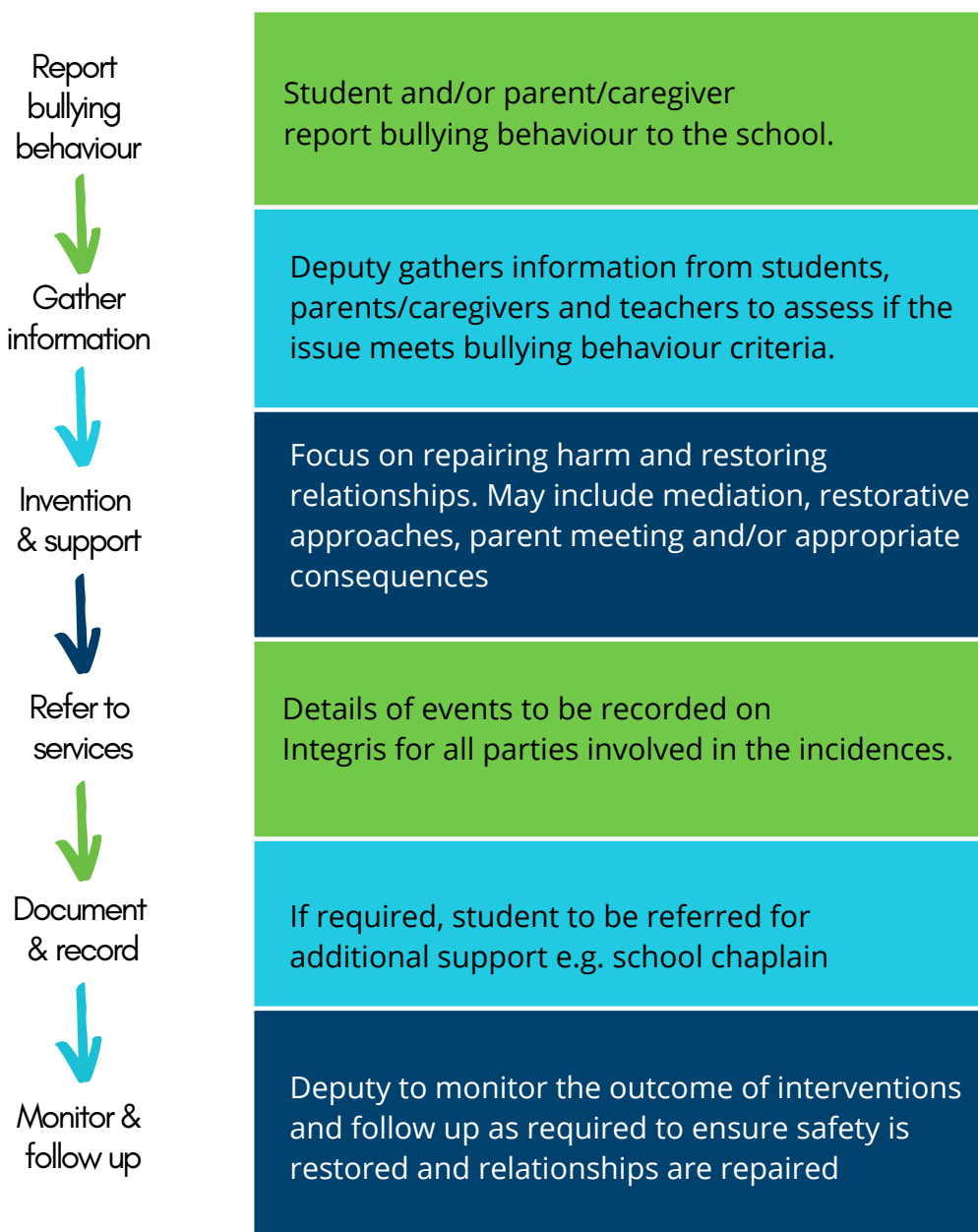- All bystanders have a responsibility to take appropriate action

Rights and Responsibilites

Members	Rights	Responsibilities
The wider school community - all students, teachers and parents	- are safe and supported in the school environment - are included - are treated with respect	- positive role modelling and demonstrate respect for all people - participate and contribute to school positive behaviour programs - demonstrate respect and tolerance towards
School leadership	- is supported by the school community in developing the school's plan to prevent and effectively manage bullying - is supported by the school community in implementing the strategies and programs under the school's plan	- fosters a safe and supportive climate across the school - provides leadership in resourcing the school's plan - ensures plans are clear and publicly available to the school community - ensures the school community is informed of the plan - implements the plan - supports staff to implement the strategies and programs under the plan
Staff	- feel safe and supported in the workplace - are informed by the school leadership of the school's plan on bullying - have access to professional learning in preventing and effectively managing bullying - have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social and emotional learning)	- promote and model positive relationships - participate in developing the school plan - identify and respond to bullying incidents - deliver the strategies and programs to students in responding to bullying effectively - promote effective bystander behaviour - promote social problem-solving - use appropriate terminology when referring to bullying and the students involved - create safe environments
Students	- have access to curriculum that supports the building of resiliency and social skills - are informed by staff of the school's plan on bullying - are provided with supports by staff to stop bullying	- understand and value the concepts of inclusion and tolerance - identify and respond effectively to bullying - are aware of themselves as bystanders - seek help for themselves and others as needed
Parents	- are treated with respect - are confident that their children are provided with a safe and supportive school environment - are provided with access to information on the prevention and management of bullying by the principal - are informed of the school's plan and opportunities to participate	- support and encourage children to treat others with respect and tolerance - model appropriate behaviours and teach children appropriate social skills, including conflict resolution - act in accordance with the school plan if they observe/know about bullying - encourage children to report bullying incidents - work effectively with the school in responding to bullying

Procedure

In the event that bullying behaviour has been reported to a Teacher, Deputy Principal or Principal, the following procedure is followed:

Step	Description
Report bullying behaviour	Student and/or parent/caregiver report bullying behaviour to the school.
Gather information	Deputy gathers information from students, parents/caregivers and teachers to assess if the issue meets bullying behaviour criteria.
Invention & support	Focus on repairing harm and restoring relationships. May include mediation, restorative approaches, parent meeting and/or appropriate consequences
Refer to services	Details of events to be recorded on Integris for all parties involved in the incidences.
Document & record	If required, student to be referred for additional support e.g. school chaplain
Monitor & follow up	Deputy to monitor the outcome of interventions and follow up as required to ensure safety is restored and relationships are repaired

The Department of Education promotes the use of affirmative language. The term 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording, and responding to bullying incidents. It is important the bullying is seen as a behaviour. This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable behaviours without the impact of enduring labels.

Signs of Bullying Behaviour

Sometimes children who are bullied are reluctant to discuss this issue with parents, carers or teachers. They are concerned that 'telling' may make matters worse. The following may be signs that your child is being bullied. You might notice that your child:

- Does not want to go to school or participate in school activities
- Changes their methods or route to school, or is frightened of walking to school
- Does not do as well as usual in assignments or tests
- Changes their sleep patterns
- Changes their eating patterns
- Has frequent tears, anger and/or mood swings
- Takes money from home
- Has unexplained bruises, cuts and/or scratches
- Loses or brings home damaged belongings or clothes
- Arrives home hungry

If your child is being bullied online, they may also exhibit other signs. These may include:

- Being hesitant about going online
- Seeming nervous when an instant message, text message or email appears
- Being visibly upset after using the computer or mobile phone
- Suddenly avoiding their phone
- Closing the screen, or hiding the mobile phone when others enter the room
- Spending unusually long hours online
- Receiving suspicious phone calls, emails or packages

Resources

The following websites provide useful resources.

The **Australian Student Wellbeing Framework and Hub** promotes the collaborative development of policies to protect the safety and well-being of all students from violence, bullying and abuse.

Be You is the national mental health initiative for educators in schools and early childhood centres.

Bullying No Way! provides practical information and resources to schools, families and students regarding bullying prevention, identification and response.

The **Office of the eSafety Commissioner** leads the online safety efforts across government, industry and the not-for profit community.

Friendly Schools Plus is a social and emotional wellbeing and anti-bullying initiative for schools.

Cyber Savvy helps young people prevent and address problems associated with online behaviour, particularly image-sharing.